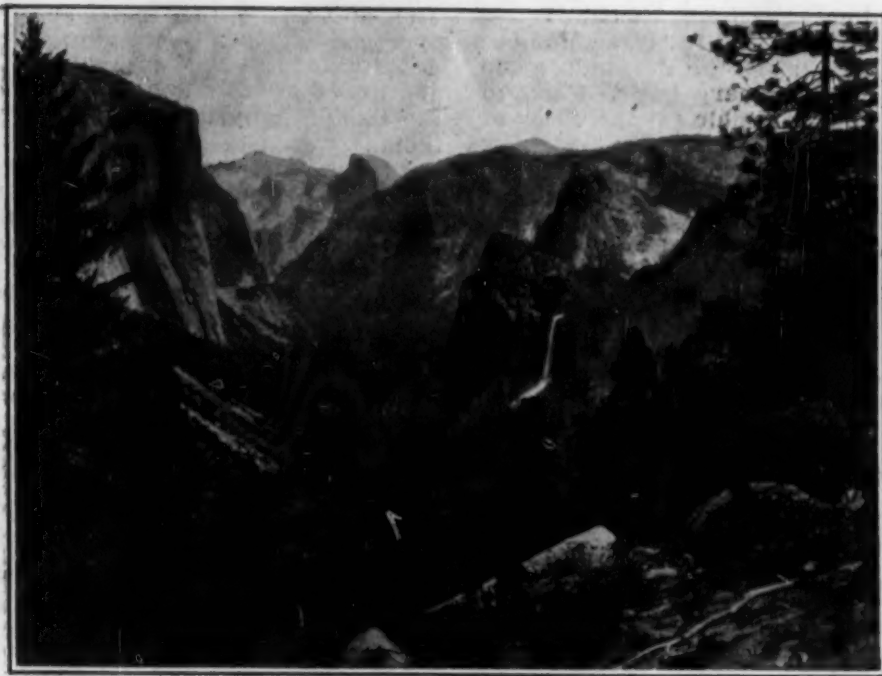


SIERRA EDUCATIONAL NEWS



VOL. I.

AUGUST, 1905

No. 6

AS TO THE EMPLOYMENT OF TEACHERS.

Inasmuch as a large part of the space of this number of the "Sierra Educational News" is devoted to a record of changes among teachers in this State, it is fitting that some consideration be paid to the method of their selection.

There are at least three important points to be observed in selecting teachers—their preparation or training, their experience and their adaptation to environment.

We quote therefore several cases of inattention to the training of the teachers.

A Board governing a Union High School, then in its second year of existence, elected a Science and Mathematics assistant. It then thoughtlessly elected a Science and Mathematics Principal, as he had been able to "work" the majority of the Board. Both teachers specialized on Science. There was no Science taught. Hence each taught subjects distasteful to them, did not do satisfactory work, and were not re-elected. They failed as they could not help but fail. They did not fit, because they were not trained to teach the subjects—Latin, English and History—necessary in that school.

The same Board has still more recently elected a Latin and History teacher to handle Mathematics, Physics and Botany!

Another Board elected a teacher of Latin, History and German to handle English, French and History, and when

the candidate expressed surprise on learning the required subjects, replied, "Oh, we leave it to the principal to sort out the subjects." The teacher promptly resigned. She had common sense.

Another school employing four teachers recently had occasion to replace a Mathematics and Science principal. With none of the assistants prepared to handle the open subjects, the Board elected a teacher of Literary subjects to the Principalship, in consequence of which, those subjects were inadequately taught for the rest of the year.

These selections were made, not from compulsion, but from choice. There were other candidates with the right subjects and good experience available, but they could not make personal application, or even if they did, were not fortunate enough to please the Boards, who went more by personal impression than by the necessities of the case. Other considerations sometimes enter into the selection. But this one point is clear: the Boards did not act for the best interests of their schools.

Experience—the second point—is the test of effectiveness. Training is frequently heavily discounted by the results of experience. The best—in theory—have been known to fail in applying their training. Each year several young men are given principalships who have had little or no previous experience. A few succeed; some, struggling with adverse circum-

stances, barely keep even, and gladly accept subordinate positions until better equipped, while a still larger number prove unable to meet the demands made upon them in disciplinary way and are, to a large extent, responsible for the decay of a proper ideal in the community.

In almost no case need this be true. There are plenty of men who have had the opportunity for observing and taking part in good discipline under excellent principals who are competent to undertake the duties of a small principalship. Added to these are the men among us who come from Eastern States where they have had successful experience and who must accept small or subordinate places because local sentiment prefers the inexperienced California to the tried and proven Eastern principalship. That very condition is prevalent at the present time. There are men among us who *can* do the work and do it well, but can find no opportunity because of local feeling.

But whether a local man or a stranger be employed, our Boards should not be too easily content with an excellent personal appearance. The record of every apparently suitable candidate should be searched, the more attractive teachers receiving the closest scrutiny.

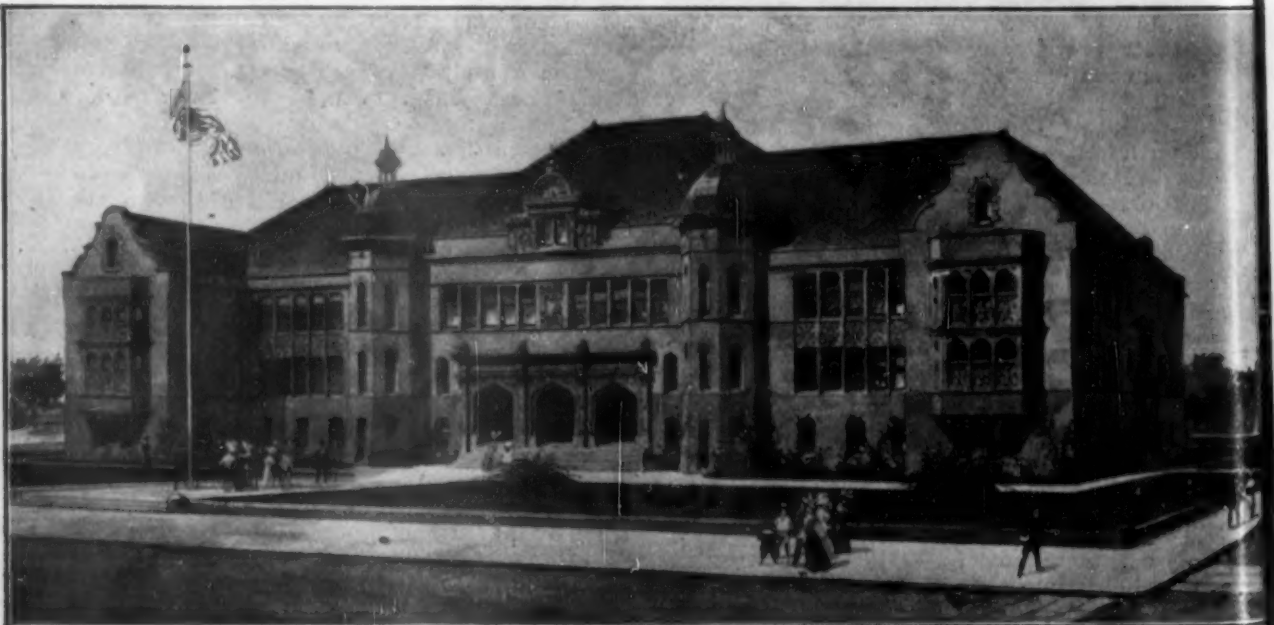
Not long ago an important principalship was secured by a man who makes a fine personal appearance. His easy cordiality and fine general recommendations secured an immediate election. The Board overlooked or did not consider the hiatus between the date of the letters and the time when they were used, in this instance. Concerning the intervals there was a difference of opinion as to the

worth of the man's work. They elected him, and now violent partisans defend or oppose him, but concerning his success definite evidence is lacking. Therefore, gentlemen of the School Boards, search the records of your candidates and prove them.

The environment is a serious matter. Some time since, a young woman was chosen for a position in a High School in a community where the people were free in their manners, hearty in their likes or dislikes, and ready with comment. The girl was studious, somewhat reserved and near-sighted.

She felt, and probably with justice, that glasses were not becoming to her, so she wore them only to study. She went to social gatherings infrequently. Nor did she wear her glasses when on the street. She was accordingly criticized as "stuck-up," "too proud to speak to anybody but college folks," "never saw any one as she walked along the street." This was a serious matter in such a town. She did not fit her environment.

On the contrary a young woman went to a recently settled district near the Colorado river. She, too, was a college graduate, but her power of adaptation was large. She taught under a tree until a brush hut could be erected, traveled back one hundred miles by stage, and advanced the necessary money to buy school furniture; she learned to carry a rifle—rattlesnakes sometimes crawled through the schoolhouse; she look up land; her father joined her and incidentally got lost, whereupon his daughter spent the night wandering over the desert until she found him. Incidentally she is going to make



FRANKLIN GRAMMAR SCHOOL, OAKLAND
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money from the opportunity, but—she was adaptable, could and did lead the community and has gained for herself the respect and admiration of all who know of her experiences.

The teacher who can sing, play, get up a debate, play tennis, is what some schools need. Others need a scholar, or a social leader, to hold the respect of the pupils. Whatever be the need, see that the teacher fits.

Not long ago a man who failed to start out right in one community where muscle and alertness were advantages was located in a school where he developed an orchestra which proved the most helpful assistance in building up a school spirit that was exerted by any one teacher. Such instances can be multiplied.

A young lady was chosen for a position involving the teaching of a subject in which she was but little prepared. Others were rejected who seemed better equipped. She has won the success predicted for her. Why? Because her charming personality and her gracious attitude toward her pupils won their confidence and respect, and she possessed the power of hard work, which enabled her to overcome the deficiency in training. She was selected because she had shown these qualities in the previous necessities of her life. Although coming from a large city, she had the tact to fit in well with a small and isolated community, tact she had elsewhere and previously shown. Taking into consideration her preparation, experience and personality, the combination was excellent.

Another point may well be interpolated. Some Boards invite candidates to go to considerable expense in applying; whose credentials should show to the most casual observer their unfitness, whether in personality or, more particularly, in subjects, and who must inevitably be rejected upon said application. This is unjust. Invitations to candidates should be made only when the probability is at least fair that they can fit the requirements.

In a few words, teachers should be chosen to fit the situation, not to satisfy political pledges, not to oblige friends, not "because they happened to come along."

Boards which hire and "fire" their teachers from caprice or prejudice do not and can not give the service to the public for which they are elected.

Notes

The State Board of Education will meet on August 5, 1905. At this time prices will be fixed for several texts already adopted, following upon the meeting of the Text-Book Committee a few days earlier.

The Summer School of the University of Utah enrolled 249 students, an increase of forty over the previous year.

The City Attorney of San Francisco has recently given an opinion that it is not obligatory upon teachers in the San Francisco School Department to reside within the city.

Riverside is erecting a building for its kindergarten.

Four members of the San Diego State Normal School faculty have resigned. They are Miss Anna Moore, teacher of biology and physiology; Miss Josephine Batchelder, teacher of English; Professor Percy E. Davidson, assistant in the department of education; and Miss May M. Smith, instructor in drawing and manual training. The teachers appointed to fill the vacancies are W. C. Crandall, Miss Harriet H. Godfrey, Miss Anna H. Billings and Miss Emma O. Lamb.

Owing to recent action of the Legislature of Oregon, the Normal schools at Drain and Weston are to be closed. G. A. Peebles of Weston will go to Salem as the principal of one of the schools of that city, where he was formerly City Superintendent.

In Walla Walla, Washington, 2294 pupils were enrolled during the past year, with an average attendance of 1,629. Thirty-eight thousand, one hundred and fifty-three dollars were spent on school expenses. The average salary of the male teachers was \$101.40 per month, and of the women, \$70.35.

At Spokane it seems probable that the Norwegian Lutheran church conference will establish a college.

On account of shortage of funds, the Pasadena Board of Education have decided to dispense with a paid secretary and for some time to come the work will be done by M. W. Davis, one of the newly-elected members.

Supt. Geo. Wells of San Jose is attending the Exposition at Portland.

At Albany College, Oregon, Rev. R. L. Hopkins has been added to the faculty as professor of Economics and History and Miss Elizabeth Irvine as instructor of English and superintendent of the dormitory.

A bond election is in prospect at Arroyo Grande, in San Luis Obispo county, to raise \$10,000 to \$15,000 for a new high school building.

The Children's Primer and the Children's Second Reader are ready for sale and dis-

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tribution. Their use at present is optional, but after January 11, 1906, will be obligatory. The State Superintendent has recently issued a bulletin (No. 57), relative to their use and distribution.

The Sonoma County Board of Education is taking steps toward the accrediting of schools and teachers which will obviate the necessity of formal examination in schools so accredited.

Reedley, in Fresno county, contemplates the erection of a new High School building, to cost \$12,000.

As a result of the recent meeting of English teachers of secondary schools held at the Summer School of the University of California, a committee is to be appointed to report at the meeting of the State Teachers' Association concerning the separation of the teaching of composition from that of literature.

The best paid grammar grade position we have heard of is reported from Glasgow, Montana, where it is said the third grade teacher will receive \$125 per month.

Robert Furlong, formerly superintendent of Marin county, and more recently Commissioner of Education for California at the World's Fair at St. Louis, and the Lewis and Clark Exposition at Portland, has been appointed as Secretary of the State Text-Book Committee of California. The superintendents of the Comstock

lode have deposited \$100 in the Bank of California payable to the order of the young man or young lady who receives the highest honor in the graduating class of 1906 in the Virginia high school, Nevada.

Whittier is to be one of the most up-to-date places in the West in school affairs. They have recently built a \$60,000 High School, with gymnasium. Their faculty includes instructors in gymnastics and athletics for both boys and girls. All the districts comprising the Union High School District are now placed in charge of Principal G. W. Monroe, and the special supervisors extend their work to these outlying districts. Now they have decided to have the High School books handled by a Students' Co-operative Association.

Supt. Orvis Ring of Nevada has just distributed \$65,917.16 among the schools of the State. Per capita of school children, Nevada spends more than any other state in the Union, this amount being distributed to the benefit of 9,430 children.

The King County History Teachers' Association has recently been organized in Seattle, Wash., to meet on the third Saturday of September, November, January, March, and May.

San Francisco has decided to have schools for Chinese and Japanese children separate from the others.

Private Schools

Partial List of High School Teachers 1905-06

Belmont—

Belmont School. Wm. T. Reid, Principal.

Berkeley—

Miss Head's School. Anna Head, Principal.

Claremont—

Pomona College. Geo. A. Gates, D. D., President.

Irvine—

Anderson Academy. William Walker Anderson, Principal.

Los Angeles—

Girls' Collegiate School. Misses Parsons and Dennen, Principals.

Harvard School. Grenville C. Emery, Principal.

Los Angeles Military Academy. Walter J. Bailey, Principal.

Occidental College. Guy T. Wadsworth, D. D., President.

University of Southern California. Geo. C. Bo-
vard, D. D., President.

Westlake School for Girls. Misses Vance and
de Laguna, Principals.

Menlo Park—

Holt's School. W. J. Meredith, Principal.

Mills College—

Mills College. Mrs. C. T. Mills, President.

Nordhoff—

Thacher School. S. D. Thacher, Principal.

Oakland—

The Horton School. Sarah W. Horton, Prin-
cipal.

California College. T. G. Brownson, D.D., Pres-
ident.

Pasadena—

Throop Polytechnic Institute. W. A. Edwards,
President.

San Francisco—

Hamlin School and Van Ness Seminary. Miss
Sarah D. Hamlin, Principal.

Irving Institute. Mrs. Ed. B. Church, Principal.

Miss West's School. Miss Mary B. West, Prin-
cipal.

University Preparatory School. Arthur C. Wil-
lard, Principal.

San Mateo—

St. Matthew's School. Rev. W. A. Brewer, Head
Master.

San Jose—

University of the Pacific. Eli T. McClish, D. D.,
President.

San Rafael—

Hitchcock's School. Rev. Chas. Hitchcock, Head
Master.

Mt. Tamalpais Military Academy. Arthur
Crosby, D. D., Head Master.

Santa Barbara—

Hick's School. Samuel W. Hicks, Principal.

Miss Harker and Miss Hughes' Home and Day School FOR GIRLS

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Principals of Nevada Schools.

The following list of principals, elected
for the coming year, is on file in the State
Superintendent of Schools' office in Car-
son: Carson, H. H. Howe; Virginia City,
Gilbert E. Ross; Reno, E. E. Winfrey;
Elko, Edwin C. Caine; Sparks, G. W.
Walts; Dayton, S. W. Gregory; Gold Hill,
G. A. Leavitt; Gardnerville, P. C. Cullen;
Eureka, A. S. Taylor; Winnemucca, J. F.
Abel; Silver City, G. E. Anderson.

ALAMEDA

George C. Thompson, Principal

A. M., Wake Forest College, 1888;

Ph. D., Yale University, 1896;

Studied 8 months, University of Virginia.

Rose Hohfeld, English

A. B., University of California, 1899.

Willis Minium, Physics and Chemistry

B. S., Northwestern University, 1899;

M. S., University of California, 1902.

May V. Haworth, Mathematics

Ph. B., University of California, 1899.

A. H. Cogswell, Latin

A. B., University of California, 1900.

E. M. Garretson, German and French

Mills Seminary, 1875; Leipzig and Paris; Col-
lege de France.

George C. Mansfield, History and Economics

B. L., University of California, 1902.

A. H. Cohen, English

B. T. Vollmar, Latin and German

Lyman Harford, Stenography, Typewriting, Book-
keeping, Commercial Law.

Agnes Frisius, English

B. L., University of California, 1901.

Mrs. A. H. Caldwell, Drawing

L. Lucile Hewett, Science

Student, University of Utah;

B. S., University of California, 1903.

Flora Randolph, Biology

B. S., Wellesley College, 1902;

Stanford University, Student 1902-04.

AUBURN

F. J. Buchanan, Principal Physics, Chemistry,
Physical Geography, Geometrical Drawing,
Solid Geometry, Trigonometry.

A. B., Harvard, 1895.

W. H. Alexander, Vice-Principal, English, History,
Latin, Ancient History

A. B., University of Toronto, 1899;

A. M., University of California, 1900.

Elsie Wartenweller, Algebra, Geometry, German,
Commercial Geography

Ph. B., University of California, 1899.

G. Grace Williams, English, Mediaeval History,
Freehand Drawing

A. B., University of California, 1903.

Edna G. Fowler, Botany and Commercial Subjects

A. B., University of California, 1903;

Oakland Polytechnic Business College, 1904.

BENICIA

G. E. Furbush, Principal, History, German, and

English

A. B., Stanford University, 1897.

R. Catherine Stone, English and Latin

A. B., University of California, 1905.

N. M. Robertson, Physics, Mathematics

University of Michigan.

Cora M. Boone, Drawing

Hopkins Art Institute.

BERKELEY

Morris C. James, Principal

John Hopkins University.

Wellyn B. Clark, Vice-Principal, Mathematics

Cornell and Stanford, A. B., 1893.

Roy J. Young, Physics

B. S., University of California, 1903.

Fannie W. McLean, English

B. L., University of California, 1885.

Helena W. Curtis, English

B. L., University of California, 1905.

Mrs. Eva M. Stone, English and Latin

B. L., University of California, 1899.

Laura Frank, Mathematics

A. B., University of California, 1898.

Annie C. Edmonds, Mathematics and German

Ph. B., University of California, 1882.

Eva V. Carlin, History

University of California.

Mary B. Claves, Classics

A. B., University of California, 1892; A. M.,
1894.

Louise Holling, German and English

Ph. B., University of California, 1899.

Irene Muller, Chemistry

B. S., University of California, 1898.

Educational Directory

1905.
 Thomas J. Kirk.....Supt. of Public Instruction
STATE BOARD OF EDUCATION.
 George C. Pardee, Governor.....Sacramento
 President of the Board.
 Thos. J. Kirk, Supt. Public Instruct., Sacramento
 Secretary of the Board.
 Morris E. Dalley.....San Jose
 President of State Normal School.
 J. F. Millsbaugh.....Los Angeles
 President of State Normal School.
 C. C. Van Liew.....Chico
 President of State Normal School.
 Samuel T. Black.....San Diego
 President of State Normal School.
 Frederick L. Burk.....San Francisco
 President of State Normal School.
 Benjamin Ide Wheeler.....Berkeley
 President of State University.
 Elmer E. Brown.....Berkeley
 Professor of Pedagogy at State University.
COMMITTEES OF STATE BOARD.
 High School Credentials—Brown, Burk, Dalley,
 Millsbaugh.
 Accrediting of Normal Schools, Life Diplomas
 and Certificates of other States—Dalley, Black,
 Burk.
 California Life Diplomas and Documents—
 Black, Dalley, Van Liew.
 Accrediting of Kindergarten Training Schools—
 Van Liew, Millsbaugh, Wheeler.
 Grievances—Millsbaugh, Van Liew, Wheeler.
 High School Text Books—Brown, Burk, Van
 Liew.

STATE TEXT-BOOK COMMISSION.
 Geo. C. Pardee, Governor.....Sacramento
 Thos. J. Kirk, Supt. Pub. Instruction, Sacra-
 mento.
 Elmer E. Brown, Prof. Pedagogy, Univ. of Cal.,
 Berkeley.
 Robert Furlong, Secretary.....Sacramento
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 Secretary,
 Mrs. M. M. FitzGerald, 1627 Folsom St., S. F.
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 Recording Secretary....W. A. Ellis, Los Angeles
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CALIFORNIA.
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 Secretary-Treasurer, C. S. Downes, 2514 Benvenue
 Ave., Berkeley.

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TEACHERS' ASSOCIATION.
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AND PHYSICS TEACHERS.
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 Secretary, Edward Booth.....Berkeley
CALIFORNIA SCHOOL MASTERS' CLUB.
 Chairman of Executive Committee—Dr. F. B.
 Dresslar.....Berkeley
 Secretary—A. A. Macurda,San Francisco
ALAMEDA CO. H. S. TEACHERS' CLUB.
 President, J. H. Pond.....Oakland
 Secretary, S. E. Coleman.....Oakland

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California.
 Educational Publishing Co. (see ad), F. J. Lob-
 bett, J. H. Mitchell.

Ginn & Company (see ad), S. C. Smith, A. E.
 Shumate.

D. C. Heath & Co. (see ad), G. H. Chilcote, C. F.
 Scott.

Macmillan Co., W. C. Doub, F. B. Wootten, T. C.
 Morehouse.

Silver, Burdett & Co., Charles C. Hughes.

American Book Co. (see ad), A. F. Gunn, W. W.
 Seaman, P. S. Woolsey.

Milton Bradley Co. (see ad), H. O. Palen, L. Van
 Nostrand.

Whitaker & Ray Co. C. M. Wiggan, Mgr., C. F.
 Pratt, H. J. Miller.

High School Teachers (Continued)

R. C. Root, History and Civics
 B. S., Guilford College, 1889;
 M. A., Stanford University, 1894;
 University of California, 1889, 1900.
 Cecelia Cronise, History and English
 B. L., University of California, 1897.
 C. S. Downes, Chemistry and Physical Geography
 Cornell University, 1896;
 Harvard Summer School, 1897, 1898.
 Monroe E. Deutsch, Classics
 A. B., University of California, 1902;
 A. M., University of California, 1903.
 Mary E. Maxwell,
 B. L., University of California, 1898.
 Jennie W. Steeves, French
 B. S., University of California, 1903.
 Claude Smallwood, Mathematics
 University of California, 1905.
 Henry B. Dewing, Classics
 A. B., University of California, 1903.
 Mrs. Louise N. Howard, French
 Ph. B., University of California, 1901.
 Nellie B. Bryant, Drawing
BRENTWOOD (Liberty Union High School)
 George C. Russell, Principal, Mathematics, Physics,
 Latin, Chemistry
 Hiram College, Ohio.
 Virginia N. Klenck, Commercial and Spanish
 Ph. B., University of California, 1898.
 Marion Augusta Horn, History and English
 A. B., Stanford University, 1903.
CAMPBELL (Union High School)
 J. Fred Smith, Principal, Mathematics and Science
 B. S., New Hampshire College, 1873;
 A. M., Dartmouth, 1885;
 A. B., Stanford, 1900.
 Ethel Beaver Catton, History, German, Botany
 B. L., University of California, 1901.
 C. Belle Shepard, Latin
 B. L., University of California, 1904.
 E. A. Powers, English, History
 B. L., University of California, 1901.
CENTREVILLE (Union High School, No. 2, of
Alameda Co.)
 G. W. Wright, Principal, Mathematics, Latin
 A. B., Albion College, 1891; A. M., 1895.
 Florence T. Hudson, Greek and Latin
 A. B., University of California, 1902.
 Josephine Colby, English
 B. L., University of California, 1899.
 Mertie R. Thompson, Science, Mathematics, Draw-
 ing
 B. S., University of California, 1896.
 Mrs. Lydia Hebron Kales, German, French, His-
 tory
 B. L., University of Michigan, 1890;
 M. L., University of California, 1897.
 Mrs. Florence Jackson, Drawing
 Principal Woman's Institute Technical Design,
 New York City,
 Studied, University of California.
CHICO
 W. M. Mackay, Principal, Mathematics
 A. B., Prince of Wales, 1884;
 University of California, 1897.
 Gertrude T. Berg, English
 B. L., University of California, 1899.

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The attention of teachers is called to an interesting article by Principal Frederic Burk of the San Francisco State Normal School in the Western Journal of Education for December, 1904. Here is shown one of the fundamental principles employed by Superintendent McClymonds in this textbook, that of teaching column addition to beginners.

To supplement the Natural Advanced Geography, use the Natural Elementary Geography.

American Book Company
100 Battery Street San Francisco

Bert Tucker, Science

B. S., Cooper College, 1900;
A. B., University of Kansas, 1901;
M. S., University of California, 1903.

Faith Shoup, History and Commerce

B. L., University of California, 1904.

Theodora Morgan, Drawing

F. L. Thompson, Commercial Subjects

Flora B. Wepfer, German and Latin

A. B., University of California, 1903
Post-Graduate, University of California, 1904.

CLOVERDALE

W. B. Netherton, Principal, Mathematics, Physics

A. B., William Jewell College, 1900;
A. M., Stanford University, 1904.

Mary F. Leddy, English and Latin

A. B., Stanford University, 1897.

Ida Body, History, French, English

B. L., University of California, 1901.

COMPTON (Union High School)

Will L. Frew, Principal, Chemistry, Zoology

Nebraska Wesleyan University, 1887.

Edith M. Bates, Mathematics, Physics, Botany

B. S., University of California, 1904.

Helen C. Bovard, Latin, Algebra

A. B., University of California, 1898.

Daisy M. Steele, English and German

B. L., University of California, 1903.

Richard H. Platt, Commercial and Spanish

Napa College, 1882;
Student, University of California, 1904-05.

Ada Rose, English and History

CORNING (Corning Union High School)

O. E. Graves, Principal, Business Arithmetic, Algebra, Bookkeeping, Chemistry, Commercial Law

Vermont State Normal School;
University of California, Summer Sessions.

Lucy C. Mount, History, Latin, and Shorthand

Iowa State Normal School, 1893;
A. B., Stanford University, 1896;

Studied, University of Chicago, 1897, 1898, 1899.

Ethel Swain, English, Mathematics, and Botany

B. L., University of California, 1903; Summer

Session 1904.

Mary M. Bartruff, Latin, German, Plane Geometry

A. B., Stanford University, 1904.

Summer Session, University of California, 1903.

CORONA

J. C. Ray, Principal, American History, Algebra,

Geography, Bookkeeping

Chico Normal School, 1891;

A. B., Stanford University, 1902;

Summer Session, University of California,

Graduate Work, 1898, 1899, 1901, and 1904.

Florence W. Stone, Latin, English

B. L., University of California, 1899; Summer

School.

Josephine Geiselhart, Science, Mathematics

B. S., University of California, 1904;

Post-Graduate, U. C., 1904-05.

Elizabeth Peckham, English, German

COVINA

Arthur L. Hamilton, Principal, Mathematics

Emily M. Stetson, Vice-Principal, English and

French

Ph. B., University of California, 1898.

Hephzibah E. Green, Physics, Chemistry, and

Botany

B. S., University of California, 1901.

Minnie Moskowitz, Latin, German, and Drawing

B. L., University of California, 1904.

Emily Goech, History

Throop Polytechnic Institute, Pasadena.

Jessie F. Bell, Commercial Subjects

B. A., Stanford University, 1904.

CRESCENT CITY (Del Norte County High School)

E. E. Grinnell, Principal, Science, Mathematics

B. S., University of California, 1903.

Mary Arnoldy, Latin, English

B. L., University of California, 1903.

(Continued to page 84)

SIERRA EDUCATIONAL NEWS

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Publisher's Comment

We wish to call particular attention to the combinations we are making for our publication with other magazines. When any one educational publication is taken with this, both may be secured for the list price of the other journal alone; where two or more additional journals are taken, in most cases 25 per cent may be deducted from the total list price, our own included.

The following list of publications are suggested as being excellent for combination with the "News" at the price of the other publication alone, indicated with its name:

School Review	\$1.50
The Elementary School Teacher...	1.50
Primary Education	1.00
Popular Educator	1.00
Normal Instructor50
World's Events60
Primary Plans	1.00
N. E. Journal of Education.....	2.50
American Primary Teacher.....	1.00

While we shall continue to send out a considerable numbers of sample copies, the sum of five cents per copy will be charged for those ordering particular numbers, as the supply on our early editions is almost exhausted.

Meetings

Educational Conference, Lewis & Clark Exposition.

Portland, August 28-September 2, 1905.

Latah-Nez Perce Joint County Institute, Idaho,

Moscow, August 28-September 2, 1905.

Silver Bow County Institute, Montana.

Butte, September, 1905.

Teachers' Association Northern California,
Red Bluff, November 1, 2, 3, 1905.

Southern California Teachers' Association.
Los Angeles, Dec. 20-23, 1905.

Washington State Teachers' Association.
North Yakima, Dec. 27, 28, 29, 1905,
Supt. J. A. Tormey, Spokane, Pres.

California State Teachers' Association.
Berkeley, Dec. 26-30, 1905.

Sonoma County Institute, California.
Berkeley, December 26-30, with State Association.

AN EDUCATIONAL CONGRESS.

Many Prominent Lecturers Will Be in Attendance.—The Program.

An educational congress of more than usual value and interest has been provided to be held at the Lewis and Clark Fair grounds August 28th to September 2d, next, under the joint auspices of the Lewis and Clark Congress Committee and a Committee of Educators. The two committees are composed of the following named persons:

Lewis and Clark Committee—J. R. Wilson, chairman; W. G. Elliot, Jr., secretary; W. W. Cotton, W. L. Brewster, E. P. Hill, R. W. Montague, S. S. Wise.

Executive Committee of Educators—J. H. Ackerman, chairman, State Superintendent of Oregon; R. B. Bryan, State Superintendent of Washington; Miss Mae E. Scott, State Superintendent of Idaho; W. E. Harman, State Superintendent of Montana; W. M. Ferrin, D. A. Grout, J. C. Zinser.

The program will be as follows:

August 28—Concert by the Exposition Band.

Convocation address. Honorable W. T. Harris, LL.D., United States Commissioner of Education.

Address: "Unsettled Questions in the Organization and Administration of Schools." Honorable A. S. Draper, Commissioner of Education for the State of New York.

August 29th—General Department: Elementary and Secondary Education, including the Kindergarten.

Address: "The Problem of Classification." Mr. Frank Rigler, City Superintendent of Schools, Portland, Oregon.

Address: "Education in a Democracy." Mr. F. Louis Soldan, City Superintendent of Schools, St. Louis, Missouri.

August 30th—General Department: Normal Schools and the Education and Training of Teachers.

Address: "Social Conditions and Elementary Education." Professor A. H. Yoder, Department of Pedagogics, State University of Washington.

Address: "The Making of a Teacher for a Republic." Professor M. B. Brumbaugh, Department of Pedagogics, University of Pennsylvania.

August 31st—General Department: The Extension of the School House in the Large City, and the Problem of the Rural School.

Address: "The Problem of the Rural School." Honorable J. H. Ackerman, State Superintendent of Public Instruction for the State of Oregon.

Address: "Adult Education and the Extension of the School House." Professor

H. M. Leipziger, Supervisor of Lectures in the Public Schools of the City of New York.

September 1st—General Department: Technical and Industrial Education.

Address: "The Higher Agricultural Education." President E. A. Bryan, of Washington State College.

Address: "Education in Reference to Our Future Industrial and Commercial Development." Honorable Howard J. Rogers, Assistant Commissioner of Education for the State of New York.

Address: "Manual Training." Professor H. M. Leipziger.

September 2d—College and Universities.

Address: "Education and the State." President P. L. Campbell, University of Oregon.

Address: "The Relation of the Pacific Coast to Education in the Orient." Professor Benjamin I. Wheeler, University of California.

Address: "Education for Efficiency, and the Demands of Modern Business." Professor Samuel McCune Lindsay, Wharton School of Finance and Commerce, University of Pennsylvania.

Sessions will be held from nine to twelve a. m., and possibly with evening sessions to be announced later. It is the purpose of the committee to allow as much time as possible for discussion of all matters formally presented in the congress, and it is hoped that these discussions may be of great value.

Afternoons will be left open to afford teachers an opportunity to visit the Exposition.

Sessions will be opened daily with some attractive musical exercise.

Teachers admitted to this congress free.

Course of Study

Outline for the course of study for the high schools of Whitman county, Washington, suggested by the committee of the Whitman County Principals' Association:

First Year—English, Algebra, Ancient

History, Physical Geography ($\frac{1}{2}$ year), Physiology ($\frac{1}{2}$ year) or Agriculture ($\frac{1}{2}$ year) or Latin may be substituted for the last three studies named.

Second Year—English, Plane Geometry, Medieval and Modern History or Latin, Botany or Zoology.

Third Year—English, Algebra ($\frac{1}{2}$ yr.), Solid Geometry ($\frac{1}{2}$ yr.), Latin or German optional.

Fourth Year—English, Physics, Latin or German, American History and Civics.

The required units are: English, 8; Mathematics, 6; History, 4; Science, 4; Language, 4. Total, 26.

In place of the last semester of English, Mathematics may be taken by the pupils who are weak in that subject.

Mathematics must include Algebra 3 semesters, Plane Geometry 2 semesters, Solid Geometry, 1 semester.

History must include Ancient History 2 semesters and Civics 1 semester.

Science must include Physics 2 semesters.

Language must include 4 semesters of one language.

A minimum of 30 units is required for graduation.

JOHNNY LEARNS.

Since little Johnny went to school
And studied under modern rule,
He's learned to hem and darn and knit,
And has a pretty sewing kit.

He's learned to paint a yellow rose
And how to ornament his clothes,
How to make pretty moonlight scenes
By splashing ink on little screens.

And Johnny has a little book
Which tells the dear child how to cook;
You might not think it, but it's true,
He's graduated in beef stew.

You ought to hear how Johnny sings
Those lovely, noisy, Wagner things.
He sings all classic music grand,
Those tuneless things none understand.

When Pa comes home from work at night
He teaches Johnny how to write,
And how to cipher and to spell,
But what Pa says—I shall not tell.

—Buffalo Commercial.

YOUR NEXT ORDER

For SCHOOL LIBRARY BOOKS should contain

Home Geography for Primary Grades, Fairbanks60
Rocks and Minerals, Fairbanks.....	.60
Habits of California Plants, Chandler.....	.60
Bobtail Dixie (A Second Black Beauty), Smith60
Wewa: Child of the Pueblos, Campbell.....	.25
Wah Sing: Our Chinese Cousin, Campbell.....	.25
Early American History, Sabin.....	.75

F. J. LOBBETT, Manager.

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Certification

Bulletin Giving the Law and the Rules of the State Board of Education under Which High School Certificates May Be Granted by County and City and County Boards of Education.

The law is found in Section 1521, Sub. 2, of the Political Code, which enumerates the following powers and duties of the State Board of Education: "2. (a) To prescribe by general rule the credentials upon which persons may be granted certificates to teach in the high schools of this State. No credentials shall be prescribed or allowed, unless the same, in the judgment of said board, are the equivalent of a diploma of graduation from the University of California, and are satisfactory evidence that the holder thereof has taken an amount of pedagogy equivalent to the minimum amount of pedagogy prescribed by the State Board of Education of this State, and include a recommendation for a high school certificate from the faculty of the institution in which the pedagogical work shall have been taken."

Rule 1. On and after this date, and until further notice, high school certificates may be granted according to law as provided in Sections 1521, Sub. 2 (a), and 1775, Sub. (a), of the Political Code of California, to graduates of the universities belonging to the Association of American Universities, as follows:

FIRST LIST.

University of California.
Catholic University of America.
University of Chicago.
Clark University.
Columbia University.
Cornell University.
Harvard University.
Johns Hopkins University.
Leland Stanford Junior University.
University of Michigan.
University of Pennsylvania.
Princeton University.
University of Wisconsin.
University of Virginia.
Yale University.

Graduates of the above-mentioned institutions may be granted certificates upon presentation of a recommendation from the faculty of any one of these institutions; provided, that such recommendation shall show that the applicant has taken courses in the theory of education, or in the actual practice of teaching, under supervision of the pedagogical faculty, equivalent to twelve hours per week for one half-year; provided, that after July, 1906, at least one-third of the prescribed pedagogy shall consist of actual teaching in a well-equipped training school of secondary grade, directed by the Department of Education.

Rule 2. On and after this date, and

until further notice, high school certificates may be granted according to law as provided in the same sections, subdivisions and paragraphs, to graduates of the following colleges and universities who have taken courses in the theory of education or in the actual practice of teaching under supervision of the pedagogical faculty, equivalent to twelve hours per week for one half-year; and who, since receiving any one of the degrees mentioned below have completed one half-year of advanced academic or professional (pedagogical) work, in residence, either at the same institution or at some other institution included in either the first or the second list under this rule, or, in lieu of such graduate study, have taught with decided success, as regular teacher or as principal, at least twenty months in any reputable school, elementary or secondary.

The following institutions shall constitute the second list:

SECOND LIST.

University of Indiana.
University of Colorado.
University of Nebraska.
University of Minnesota.
University of Illinois.
University of Missouri.
Northwestern University.
Brown University.
Radcliff College.
Wellesley College.
Smith College.
Mount Holyoke College.
Bryn Mawr College.
Amherst College.
Dartmouth College.
Vassar College.

Provided, that the degrees recognized shall be, exclusively, Bachelor of Arts, Bachelor of Science, Master of Arts, Master of Science, and Doctor of Philosophy; and provided further, that diplomas dated prior to January 1, 1890, shall not be recognized.

In making this list the Board has taken cognizance of the following facts:

1. Section 1521, Sub. 2, of the Political Code requires that the standard, in special cases, shall not be lower, in the judgment of this Board, than equivalence of a diploma of graduation from the University of California, with an amount of pedagogy equivalent to the minimum amount prescribed by the State Board of Education.

2. This list may be revised annually in conformity with a probable advancing standard of the University of California.

3. The requirement of an additional half-year of graduate work stipulated in this provision is the same requirement which the University of California has imposed upon its own graduates who wish to be certified as high school teachers.

San Francisco, Cal., August 1, 1905.

A. TRUSTEE, ESQ., Anywhere.

Dear Mr. Trustee:—During the time since C. C. Boynton first established a TEACHERS' AGENCY in Los Angeles, later affiliating with the FISK TEACHERS' AGENCIES of Boston and elsewhere, the Agency has grown from being a local institution of Los Angeles, to a position of importance as the clearing house of teachers of the entire state of California, and to a considerable extent, of the entire territory of the Pacific.

The San Francisco office was opened by Mr. Calvin Esterly in connection with that of Mr. Boynton in Los Angeles, both being under the control of the firm of Boynton & Esterly.

The increase of business made it advisable for the firm to come into closer communication with teachers and trustees. Mr. Edmund C. Boynton was sent throughout the state, visiting schools and Institutes until from this source alone, the acquaintance of the firm numbers over 8,000 teachers and trustees of the past and present. Add to this those previously known to the other members of the firm and their assistant managers, and the figures are large. Hence it is easily seen that the record of every prominent teacher in the state is known to us.

We have filled over 2,300 positions in this state alone. Last year we filled scores of places on short notice during the months of August, September, and October, just as the schools were about to commence.

Can we assist you? Our telephone number in San Francisco is Folsom 2558; in Los Angeles by the Sunset system, Red 2242, and by the Home Company, 1840. We can be reached nearly as well in the evening as by day. If you can not phone us, write to us at 518 Parrott Bldg. (825 Market St.), San Francisco, or 525 Stimson Block (Cor. Third and Spring Sts.), Los Angeles. Better still, call on us there. If you write, fill out and enclose the coupon below.

Hoping to be of service to you, we remain,

Yours truly,

BOYNTON & ESTERLY.

P. O.	Clk
Dist	Co.
No. Pupils.....	Grades.....
Salary?	Board?.....
Man.....	Woman
Begin	Months in school yr.....
Shall we send teacher?.....	Or have one apply?.....
Date	
Remarks	
Traveling directions.....	

Graduates of institutions mentioned in this second list may be granted certificates upon presentation of a recommendation from the faculty of any one of the institutions in either the first or the second list; provided, that after July, 1906, at least one-third of the prescribed pedagogy shall consist of actual teaching in a well-equipped training school of secondary grade, directed by the Department of Education; provided further, that until July 1, 1908, practice teaching (together with accompanying conferences) in a school of the grammar grade in connection with a California State Normal School, as evidenced by a certificate of proficiency, will be accepted as an equivalent of such practice teaching.

WASHINGTON SCHOOL LAW.

Pertaining to Certificates and Matters of Importance to Teachers Moving to Washington.

The State Superintendent is an elective officer serving four years. He and four persons holding Washington life diplomas form the State Board of Education. These four are appointed by the Governor.

The County Superintendent is an elective officer serving two years.

The officers of a school district are three Directors, one of whom serves as Clerk. But in districts of the First Class, which means cities having ten thousand or more inhabitants, there are five Directors and a Secretary. There are six such districts; namely, Seattle, Tacoma, Spokane, Everett, Walla Walla, and Bellingham.

Washington teachers must be eighteen years of age and hold Washington certificates.

Washington issues State Certificates, Life Diplomas, and Common School Certificates, each valid in any school in the State.

Teachers without Washington experience can obtain only Common School Certificates, but these are valid in all grades of public schools, and State Certificates have no advantages over them.

State Certificates and Life Diplomas are granted by the State Board of Education without examination to holders of State Certificates or Diplomas of other States named on a certain "Accredited List" prepared by the State Board of Education; also to graduates of certain normal schools, colleges and universities named on said Accredited List.

This list includes many States and institutions of learning, at present about one hundred and forty names. It may be obtained, together with blank applications for State Certificates or Diplomas, from the State Superintendent.

The Accredited List refers to credentials as they existed in 1904. Holders

of credentials therein named granted before that date, upon lower requirements than those of 1904, may fail to receive Washington certificates upon their credentials.

And graduates of "private institutions" must be examined in Theory and Practice of Teaching, Psychology, and History of Education.

Applicants for State Certificates must have taught successfully twenty-seven months, nine of these in Washington public schools.

They must pay a fee of \$3.00.

If applying without examination, they must file with the State Board of Education certified copies of their State Certificates, or of their graduation-diplomas, and the course of study for the year in which they graduated; also affidavits as to their experience and the studies they pursued, or the subjects of their past State examinations.

If examined, they must make an average of 90 per cent, making 90 per cent in Arithmetic and Grammar, and receive no mark below 70 per cent.

State examinations are held annually at Olympia, beginning on the third Tuesday in June, and on other dates at the call of the State Superintendent.

The subjects of examination are those given below for First Grade Common Certificates, and also Plane Geometry, Geology, Botany, Zoology, Civil Government, Psychology, History of Education, Book-keeping, Composition, and General History.

Applicants for State Certificates or Life Diplomas who fail to complete the list of subjects at one examination may finish said list at any subsequent examination within two years.

Holders of First Grade Certificates applying for State Certificates will be credited with their standings in the First Grade subjects, and be examined only in the remaining branches for the State Certificate.

State Certificates are valid for five years.

Life Diplomas are merely State Certificates for life. They require ninety months' successful experience, fifteen of these in Washington public schools. The fee is \$5.00.

A State Certificate may be renewed, or a Life Diploma obtained instead, after the holder has taught ninety months, fifteen of these in Washington. The renewal fee is \$1.00.

Common School Certificates are issued by the State Superintendent without examination to holders of State Certificates or Diplomas of other States named on the Accredited List described above; also to graduates of the schools named on said Accredited List. But applicants must

pass an examination in Washington School Law and Constitution, with a standing of at least 75 per cent, before the County Superintendent.

Temporary Certificates are issued by the County Superintendent to persons who have or have held certificates in any State, and to graduates of State Normal Schools.

All applications for Common School Certificates must be made at the time of an examination to the County Superintendent, who will furnish suitable blanks.

The fee for a Common School Certificate or a Temporary Certificate is \$1.00. Common School Certificates are of First, Second and Third Grades, and are valid for five, two and one years respectively.

Examinations for Common School Certificates occur in each county, beginning on the second Thursday of May, August and November.

All examination questions are prepared and papers graded by the State Board of Education.

The subjects of examination are Reading, Penmanship, Orthography, Written and Mental Arithmetic, Geography, English Grammar, Physiology and Hygiene, History and Constitution of the United States, Washington School Law and State Constitution, and Theory and Practice of Teaching; and for First Grade Certificates in addition, Physics, English Literature and Algebra.

The average standing required for a First Grade Certificate is 1170-1300, or about 89 per cent, and the mark must not be below 85 per cent in Arithmetic or Grammar, and not below 70 per cent in any branch.

The applicant must have taught at least nine months.

First Grade Certificates are renewable without examination.

"Primary First Grade Certificates," valid only in grades one two, three and four, are granted to persons who have taught exclusively in primary schools for

not less than fifty months. The applicant must pass an examination in Drawing and Music in lieu of Algebra, and in Nature Study in lieu of Physics.

The average standing required for a Second Grade Certificate is 82½ per cent, not below 80 per cent in Arithmetic and Grammar, and not below 70 per cent in any branch.

The average standing required for a Third Grade Certificate is 75 per cent, not below 70 per cent in Arithmetic or Grammar, and not below 60 per cent in any branch.

Two credits (that is 2 per cent) may be added for each ten months' successful experience up to twenty credits, not more than ten to any one branch, if the teacher is recommended as successful by the County Superintendent.

Applicants for First Grade, Second Grade, or State Certificates who pass upon eight of the required subjects of examination at the next examination, and obtain a certificate upon the result of both examinations.

No experience is required for Second or Third Grade Certificates.

The City Superintendents of cities of the First Class, described above, may grant Temporary Certificates, valid only in the city where granted, for the current school year, to teachers employed in these schools.

A teacher may receive only one such certificate.

The County Superintendent may, upon the application of any Board of Directors of a school district, issue Special Certificates valid only in such district, to teachers of Music, languages other than English, Drawing and Painting, Manual Training and Penmanship, who furnish evidence of fitness to teach the subjects named in the certificates.

A teacher must give thirty days' notice of resignation, or be liable to have his Certificate revoked, and be disqualified to teach in the State for the current school year.

SPALDING'S PRINCIPLES OF RHETORIC

PUBLISHED JULY, 1905

The keynote of this new Rhetoric is common sense applied to secure the facile and masterly use of English written and spoken. It is characterized by a definiteness in method of treatment which is refreshing, and which will make clear to the pupil what he is to do and how he is to do it—a long step toward satisfactory results. The book is a direct aid in preparation for college by utilizing the college requirements among its exercises. It is eminently teachable and is complete in itself without, key or aid of any sort.

George E. Dawson, Professor of History of Education, Mt. Holyoke College: "Mrs. Spalding's Principles of Rhetoric reveals the art of good writing through those who have written well with a skill of selection I have observed in no other book."

Franklin W. Hooper, Brooklyn Institute of Arts and Sciences, Brooklyn, N. Y.: "I have examined the book and read portions of it carefully. My judgment of it is that it is a very excellent and practical textbook by a very excellent practical teacher."

We Invite Correspondence

D. C. HEATH & CO., Publishers

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G. H. Chilcote

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A uniform course of study for both common and high schools is prescribed by the State Board of Education.

Institutes lasting five days are held annually in all counties, except that in those having less than twenty-five districts it is at the discretion of the County Superintendent. Attendance by teachers is compulsory, and they may close school during institute time and receive salary for such time. Their districts receive extra money from the State School Fund if the teachers attend the institutes.

Esther Lea Yarnell, English, History
B. L., University of California, 1903.

DINUBA.

F. E. Howard, Principal
B. L., University of California, 1901.

Lizzie H. Tindall, Latin

Ypsilanti State Normal College, Michigan.

Grace H. de Fremery, Mathematics, History

A. B., University of California, 1891.

Miss Charlotte C. Kent, Commercial Branches.

ELK GROVE (Union High School)

Curtis B. Locklin, Principal, Mathematics, Science

B. S., University of California, 1901.

Post-Graduate, Stanford University, 1902-03.

Edith F. Edgerly, History, Commercial

A. B., Stanford University, 1904;

San Francisco Business College, 1905.

Myrtle Guidery, Latin, English

A. B., Stanford University, 1904;

Post-Graduate, six months.

EL MONTE

Warren Lorce, Principal, Mathematics, Physics,

Chemistry

B. S., University of Nebraska;

Studied, Throop Polytechnic Institute two years;

Studied, Summer School, University of California, 1904.

Frances Tucker, Latin

A. B., Stanford University;

Graduate Work, Stanford University.

Mrs. Emily C. Webber, English

B. L., University of California, 1899.

ELSINORE

Frederic L. Greene, Principal, English and History

B. S., Boston University, 1894;

A. M., Columbia, 1899;

Teacher's Diploma, Columbia Teachers' College, 1902.

ETNA MILLS (Etna Union High School)

Otto L. Luther, Principal, Latin, Mathematics

A. B., University of Illinois, 1902;

A. B., University of California, 1904.

May W. Lemon, Mathematics, Science

B. S., University of California, 1902.

Ida Juillerat, English, French, History

B. L., University of California, 1904.

EUREKA

A. C. Barker, Principal.

Studied, Stanford University.

George B. Albee, Chemistry, Physical Geography and Mathematics

San Jose State Normal School, 1887;

A. B., Stanford University, 1896.

Helen Cooper, Latin, English

A. B., University of California, 1902.

Eleanor V. V. Bennet, English and Latin

B. L., University of California, 1896; A. M., 1899.

Frances V. Carter, Physics and Mathematics

B. S., University of California, 1902.

F. J. Cummings, History

A. B., Stanford University, 1901.

Antoinette C. Chevreton, French and English

B. L., University of California, 1901.

Beverly F. Hathaway, Latin

A. B., University of California, 1904.

FAIRFIELD (Armiño Union High School)

Total enrollment, 87

H. F. Sheldon, Principal, Mathematics, Physics, Chemistry

B. S., University of California, 1901.

Ida Gray, English, U. S. History, Botany

A. B., Stanford University, 1901.

THE OSTRICH

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Mary Stewart, Latin, History, Mathematics

Ph. B., University of Pacific, 1898;

B. L., University of California, 1902; M. L., 1903.

Elsie M. Wood, History, German

A. B., Stanford University, 1901.

Joseph F. Leonard, Commercial Branches

San Jose Normal, 1900;

San Jose Business College;

San Jose Normal, Summer School, 1905.

FERNANDO (San Fernando Union High School)

Mrs. E. C. Ingham, Principal, History, English

Studied, University of Chicago, three years;

Summer School, University of California, 1903.

Robert L. Fraisher, Chemistry, Physics, Drawing,

Botany

Los Angeles State Normal School, 1893;

Studied, University of California, 1897-1899.

Edith M. Lane, Latin, German

A. B., Stanford University, 1902.

Ethel J. Hardie, Mathematics

A. B., University of Southern California, 1900;

A. B., University of California, 1903.

FRESNO

A. C. Olney, Principal, Mathematics.

B. S., University of California, 1898.

Mrs. E. M. Babcock, Biology.

Oswego State Normal School;

A. B., Stanford University, 1895; A. M., 1896.

Mabel Cory, English and History.

A. B., Stanford University, 1896.

Olive M. Dunbar, Latin.

A. B., Stanford University, 1898.

Jessie Dewell, English.

B. L., University of California, 1897.

F. J. Armstrong, Commercial Subjects.

A. B., University of California, 1899.

John A. Nowell, History.

University of the Pacific, 1893;

A. B., Stanford University, 1893; Graduate

Student, one year.

Mrs. Laura M. Carver, Modern Language.

A. B., Stanford University, 1901.

T. Allen Smith, Mathematics

B. S., University of California, 1899.

Maude E. Schaeffer, English

B. L., University of California, 1904.

Harlan C. Smith, Mathematics

A. B., Stanford University, 1897.

Bessie Carpenter, Stenography and Typewriting

Ayer's Business College, 1902.

FRUITVALE (Union High School)

F. S. Rosseter, Principal, History

A. B., Marietta College, 1877; A. M., 1890;

Graduate Work, Stanford University.

Ruby Gracier, Science

A. B., University of California, 1901.

Elizabeth McMillan, English, Drawing

B. L., University of California, 1900.

Mrs. Edna Harper, Latin, German

Ella J. O'Connell, Commercial Branches

B. S., University of California, 1900.

FULLERTON

W. R. Carpenter, Principal, Mathematics, History

Carthage High School, Missouri;

Special Work at University of California.

Clara E. Tripp, Latin, German

Central University of Iowa;

Ph. B., State University of Iowa.

Maria R. McCulloch, English and History

B. L., University of Minnesota, 1900.

Lena L. Ingraham, Drawing

Pratt Institute Normal, 1898;

Studied two years, Indiana School of Art, 1892,

1894.

Ruby Cunningham, Physics, Chemistry, Physical

Geography, Botany

B. S., University of California, 1903.

Lula F. Collings, History, Physical Culture
B. L., University of California, 1904.

GILROY

E. E. Brownell, Principal, Mathematics
San Jose State Normal School, 1884;
Summer School, Stanford University, 1899;
Studied one year at Stanford University, 1900.
Eve M. Gilbert, Latin, Greek and Roman History
B. L., University of California, 1902.
Summer School, University of California, 1902,
1903.

Mary M. Phelps, English, Algebra
A. B., Stanford University, 1901.
Clara E. Eckhardt, German, History and Drawing
A. B., Columbia University, 1903;
University of California, Summer School, 1904.
Lydia Blanchard, Physics, Chemistry, Physical
Geography
Ph. B., Boston University, 1900;
Boston Normal, 1901;
University of California, 1904-05.

GRASS VALLEY

J. S. Hennessy, Principal, Mathematics
Mrs. A. H. Curran, English, Latin and Algebra
Michigan State Normal School, 1876;
A. B., University of Michigan, 1881;
A. M., University of California, 1903.
Grace Swain, English and History
Los Angeles State Normal School, 1899;
A. B., University of California, 1903.
Alice Kimball, Physics, Chemistry, Mathematics
B. S., University of California, 1900.
Don D. Sturgis, French, Spanish
B. L., University of Michigan, 1898.
R. J. Fitzgerald, Commercial Studies
Grass Valley High School;
Heald's Business College.
Grace E. Everett, Drawing
GRIDLEY (Union High School)
E. Ernest Wood, Mathematics, History
Schone C. Kurlandsik, Latin, English
A. B., University of California, 1903.
Elizabeth Keyser, English and Commercial
A. B., University of California, 1901.

HANFORD (Union High School)

E. H. Walker, Principal, Mathematics, Civics
B. S., Kirkville, 1877;
University of California.
Elizabeth Hassard, English
B. L., University of California, 1899.
Alex S. Boulware, Latin, French
A. B., Stanford University, 1903.
Ida C. N. Moody, History, English
B. L., University of California, 1901;
Post-Graduate, University of California;
Special Work, San Francisco Normal, 1905.
Orren A. Harlan, Science
A. B., Stanford University, 1904.
Theresa A. Kautenberg, Science and Mathematics
B. S., University of California, 1904.
Pauline Felton, Drawing
Hopkins Institute, 1903.
Edith R. Kurtz, Commercial Department
B. L., University of California, 1901.

HAYWARDS (Union High School)

John Gamble, Principal, Latin and Greek
Queen's College, Belfast;
B. A., in Honors, Royal University in Ireland,
1866;
Ph. D., Princeton University, 1886.
Mrs. Hattie J. Shute, Vice-Principal, English,
Latin, Ancient History
A. M., University of California, 1902.
Margaret Scott, Mathematics, Physics and Chem-
istry
A. B., University of California, 1901.
Dora Woodburn, French, German, History
A. B., Stanford University, 1895;
Berlin, 1901;
Paris, 1902.
Mrs. Florence D. Jackson, Drawing
Studied in New York.

HEALDSBURG

H. R. Bull, Principal
University of Missouri.
G. W. Warren, Latin and Mathematics
Michigan State Normal College.
George R. Bartlett, English and History
B. L., University of California, 1901.

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IONE (Union High School)

William Inch, Principal, Latin
A. B., University of Southern California, 1899;
A. M., University of California, 1901.
M. Gertrude McGaw, English, History and German
A. B., University of Manitoba, 1901;
B. L., University of California, 1903.
Belle Cooledge, Science, Mathematics and U. S.
History
B. S., University of California, 1904.
LIVERMORE (Union High School)
W. J. Connell, Principal, Mathematics, Physics
and Chemistry
B. S. C. E., Valparaiso College;
Chicago School of Law.
Chas. S. Thompson, Physics, Chemistry German,
Drawing
A. B., Stanford University, 1905.
Beatrice M. Snow, Spanish, Latin, History
B. L., University of California, 1904.
Margaret McKeany, English and History
B. L., University of California, 1904.

LODI

J. B. Wootten, Principal, English, Physics
A. B., Stanford University, 1901.
Fanny C. Stone, Vice-Principal, Algebra, Geometry,
Latin
B. L., University of California, 1899.
Lottie E. Faber, German, History, Chemistry
B. L., University of California, 1904.
Jettora Watkins, History, English, Physical Ge-
ography, Algebra
A. B., University of California, 1904.

LOMPOC

W. P. Campbell, Principal, Latin, Civics
Vanderbilt University, 1890-1892;
A. B., Stanford University, 1901.
Florence H. Sollman, History, Spanish, English,
Drawing
B. L., University of California, 1900.
Mary A. Cutter, Commercial
Stanford University, 1904.
Clarence K. Studley, Mathematics, Physics;...
A. B., Stanford University, 1905.

LONG BEACH

Albert Clayton, Principal, Mathematics
A. B., University of California, 1902.
Jane E. Harnett, History and Latin
Rochester College, Kent, England, 1889;
University of California, Summer School,
1900-1903.
Katherine A. Mosher, Latin and Greek
A. B., Stanford University, 1899.
Helen A. Flynn, English, Latin and Algebra
B. L., University of California, 1904.
Grace Moody, Physics, Chemistry, Botany
B. S., University of California, 1903.
Grace Wiltshire, English
B. L., University of California, 1900;
Studied at Sorbonne, Paris.
Dorothea Nath, German, Spanish, English
A. B., Iowa College, Grinnell, Iowa;
A. M., Stanford University, 1903.
S. Agnes Wolcott, Mathematics
B. S., Pomona College, 1903;
B. S., University of California, 1904.
Harriet Bowles, English and History
Los Angeles State Normal School, 1887;
University of California, two years, 1889.
Elsie Whitman, Music and Drawing
Art Schools of New York, Washington and
Paris;
Ann Arbor School of Music, two years;
University of Michigan.
LORDSBURG (Bonita Union High School)
L. L. Evans, Principal, Plane and Solid Geometry,
Trigonometry, History and German
Michigan State Normal School;
Ph. M., Hillsdale College;

- M. Louise Fitts, Latin, English, Botany
B. A., University of California, 1902.
L. May Funk, Chemistry, Physics, Algebra, Free-
hand and Mechanical Drawing
B. S., University of California, 1898.

MARYSVILLE

- Allen B. Martin, Principal, Mathematics, Science
B. S., University of Michigan, 1897;
Studied, University of Chicago, 1902, 1904;
University of California, Summer School, 1903.
Winifred S. Bangs, English, American History
B. L., University of California, 1894.
Dora L. Martin, Latin
A. B., University of California, 1900;
Graduate Work, University of California,
1904-05.

- Hanna M. Ochlmann, History and German
B. L., University of California, 1903.
MERCED (Merced County High School)
J. B. Hughes, Principal, English and Drawing
A. B., Indiana University, 1889;
Yale University, 1893, 1894.
Frank J. Reidy, Vice-Principal, Science and Head
of Business Department
A. B., Stanford University, 1901; A. M., 1902.
Edith M. Jordan, History and English
A. B., Stanford University, 1897;
A. M., Cornell University, 1901.
Elsie A. Weigle, French, German, History
A. B., Stanford University, 1895.
Harry Rode, Mathematics and Business Branches
B. S., Blackburn University, 1898;
A. M., Columbia University, 1900.

MODESTO

- Thomas Downey, Principal, Mathematics, Physics
Jennie Anderson, English, Latin
A. B., Oberlin College, 1894;
A. M., University of Michigan, 1897.
M. F. Reynolds, History, Chemistry, Physical Ge-
ography
A. B., Stanford University, 1904.
Elsie Mehlmann, English, German, Drawing
A. B., University of California, 1898.

MONROVIA

- Nathan F. Smith, Principal, History and English
B. S., Southern Indiana Normal School, 1884.
Bertha Green, Greek and Latin
A. B., University of Southern California, 1899;
A. B., University of California, 1900.
Helen S. Watson, Mathematics and English
Los Angeles Normal School, 1895;
B. S., University of California, 1902.
Minna H. Nelson, German and History
A. B., University of California, 1901.
Edna E. Rowell, Science
A. B., Stanford University, 1903;
Sacred Heart Convent, Guayaquil, Ecuador,
S. A.
Blanche A. Graham, Commercial, Drawing
B. L., University of California, 1903.
Jessie M. Wybro, English, Spanish
B. L., University of California, 1904.

MOUNTAIN VIEW

- Total enrollment, 42
Herbert Lee, Principal, History, English
King's College, London, A. K. C., 1891;
A. B., London University, 1891;
A. M., University of California, 1903.
Alice Williston, Latin, German and English
A. B., Stanford University, 1899.
Virginia Kelly, Science
A. B., Stanford University, 1903;
Graduate work, Stanford, 1904-05.
Mrs. Mary T. Lee, Typewriting
Graduate Barnes' Shorthand and Typewriting
School, St. Louis, 1891;
Washington University, St. Louis, 1899, 1890;
Stanford University, 1903-1905;
University of California, Summer School, 1902.

NAPA

- Francis Oliver Mower, Principal, Latin and Greek
A. B., Bates College, 1878;
University of California, Summer School, 1903.
Frank E. Tuck, Science and Mathematics
B. S., Napa College, 1892;
Leipsic University, 1892-1895;
M. S., University of the Pacific, 1896;
University of California, Summer School, 1901.
Frances E. Boggs, English and History
Ph. B., University of California, 1894.

- Emilie C. Hagmayer, German, History, Drawing
A. B., Stanford University, 1902;
Graduate work, 1903.

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Rev. W. A. Brewer, Headmaster.
Col. Wm. R. Parnell, U. S. A., Professor
of Military Science and Tactics.

Tacoma High School

The following statements are extracted
from the report of H. F. Wegener, princi-
pal of the Tacoma High School, Washing-
ton.

Supt. A. B. Warner:

I herewith submit a report of the Taco-
ma High School for the year ending June
23, 1905.

Total number of pupils enrolled: Boys,
381; girls, 476. Total, 857.

Total number of students studying each
subject offered by the school is as follows:

English	857
Latin	444
German	133
French	89
Algebra	382
Plane Geometry	261
Solid Geometry	32
Trigonometry	11
Physical Geography	438
Chemistry	75
Physics	63
Botany	92
Physiology	43
Bookkeeping	142
Commercial law	42
Stenography	72
Commercial geography	32
Typewriting	36
Arithmetic	67
Ancient and English History	362
United States History	55
Civil Government	55

Number of volumes in reference library:

Bound volumes	2,472
Pamphlets	369
Volumes added during the year ...	359
Volumes used at school	47,000
Volumes used at home	3,960

Following are further statistics:

Pupils enrolled—

Ninth grade	364	Twelfth grade ..	119
Tenth grade	238		
Eleventh grade ..	136	Total	857

Would Increase Efficiency.

Average number belonging ...	659
Average daily attendance	604
Number of graduates	77
Number of teachers	23
Teachers' salaries	\$22,225.00
Average cost of tuition	25.93
Number of pupils per teacher..	37